COR Advantage 1.5 and PAT Foundational 2 Curriculum Alignment
Parents as Teachers Alignments

COR Advantage Alignment to Parents as Teachers Curricula

Parents as Teachers (PAT) is committed to partnering with programs in their efforts to achieve desired child development outcomes. For programs which choose to use the COR Advantage assessment tool to assess and monitor children’s development and the PAT Foundational curricula to support their parent education and family engagement efforts, PAT has created the COR Advantage Alignment. This alignment demonstrates a connection between the COR Advantage Categories and PAT Parent Educator Resources, Parent Handouts, and Parent-Child Activity Pages located in both the Foundational (prenatal to three years) and Foundational 2 (three years through kindergarten) curricula.

Programs will find the alignment helpful in partnering with parents and caregivers to develop meaningful experiences in any of the nine categories that make up the COR Advantage assessment tool. Home visitors can use this alignment to confidently and intentionally develop comprehensive personal visit plans that are responsive to the individual needs of the children and families they serve.

For more information about Parents as Teachers alignments and materials, please contact Tiedra Marshall at Tiedra.Marshall@parentsasteachers.org.
### Approaches to Learning

<table>
<thead>
<tr>
<th>COR Item</th>
<th>PAT Curriculum and Approach</th>
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<tr>
<td><strong>B. Problem Solving with Materials</strong></td>
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<td>0. Child moves his or her eyes, head, or hand toward a desired object or person.</td>
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| 1. Child repeats an action, even when it isn’t working, to solve a problem. | **Parent Educator Resources:**  
  Problem Solving, pg. 43  
  Brain Development at Ages 3 Through 6, pg. 79  
  Developmental Stages of Block Play, pg. 92  
  Reasoning: An Important Scientific Tool, pg. 258  
  Approaches to Learning, pg. 463  
  Responding, pg. 517  
  **Parent Handouts:**  
  How Your Young Child Learns, pg. 77  
  Helping Your Child’s Brain During Sensitive Periods, pg. 89  
  Child Development Chart, pg. 59  
  Building Reasoning Skills, pg. 265  
  Every Child Is a One-of-a-Kind Learner, pg. 470  
  Ready to Learn at School, pg. 472  
  Raising a Risk-Taker, pg. 495  
  Responding to Your Child, pg. 528  
  **Parent-Child Activities:**  
  Pendulum Play: Swinging and Experimenting, pg. 758  
  Scrap Sculpture: Solving Problems and Creating, pg. 768  
  Puzzle Time: Recognizing Shapes and Connecting Pieces, pg. 760  
  Noticing Differences: Sorting and Grouping Objects, pg. 748  
  Does It Roll? Understanding Shapes and Playing Games, pg 704  
  Fit It In: Making Puzzles and Solving Problems, pg. 720  |
| 2. Child asks for help in solving a problem with materials. | |
| 3. Child verbally identifies a problem with materials. | |
| 4. Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials. | |
| 5. Child helps another child to solve a problem with materials. | |
| 6. Child anticipates potential problems with materials in play and identifies possible solutions. | |
| 7. Child coordinates multiple resources (materials and/or people) to solve a complex problem with materials. | |